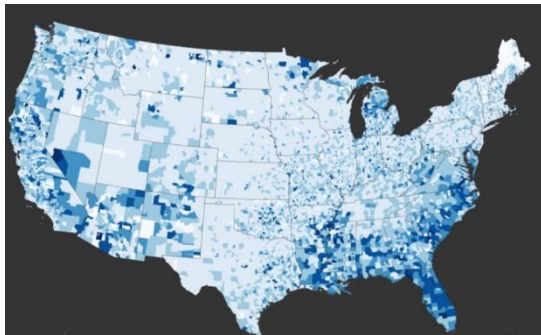




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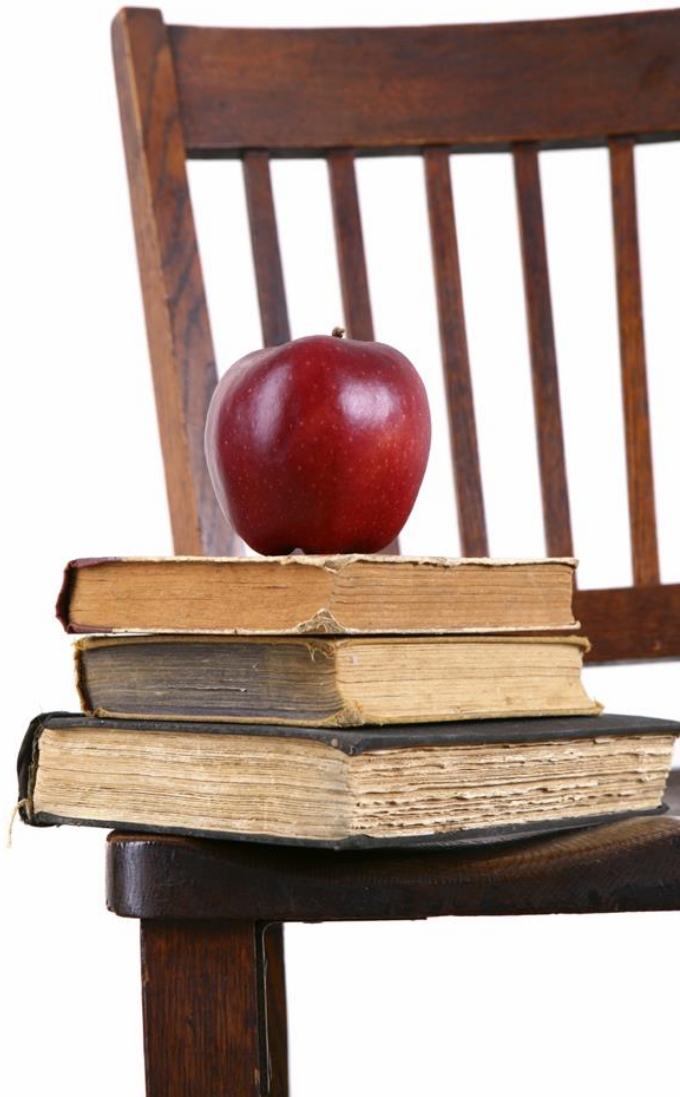
Reading Between the Lines:

The **Hidden Messages** in Student Discipline Data



Brooks Rumenik
and Julie Collins
Office of Safe Schools

“Suspension numbers can be an important clue, but high numbers can show a place spinning out of control, or one getting its house in order. Low numbers can mean an orderly school – or one that’s hiding problems.”



Office of Safe Schools - Annual District Data Summaries

What we look for:

- Significant changes from prior years
- Ratio of SESIR to OSS
- Ratio of ISS to OSS
- Schools that report no SESIR/discipline
- SESIR/discipline per 1,000 students
- Discipline rates by race and gender

LEON COUNTY SCHOOLS
2015-16 SESIR District-Level Data Review Sheet

Percent of District Schools Reporting		
Schools Reporting SESIR	Number of Schools in District	Percent of Schools Reporting SESIR
47	53	88.7%

A percentage of schools reporting less than 50% appears to be very low. The state average is 79% for 2015-16.

Total Number of SESIR Incidents		
2015-16 Enrollment	Incidents per 1,000 Students	Total SESIR Incidents
13,777	29.19	1,372

The state average for incidents per 1,000 is 26, recognizing that higher numbers often indicate better reporting.

Bullying- and Injury-Related Incidents	
Bullying-Related Incidents	Injury-Related Incidents
201	38

What's New for 2016-17
There were no changes to SESIR and discipline reporting requirements for the 2016-17 school year.

Other General Observations:
Statewide the incidents per 1,000 students decreased for most categories in 2015-16. There were a few increases: Disruption on Campus (DOC), Other Motor (OMC), and Sex Offenses - Other (SOO), all had slight increases. The rate of Physical Attack (PEA) increased significantly; such an increase could be due to decreases in both Fighting (FIT) and Battery (BAT) as well as the fact that PEA is relatively new, and reports are likely to increase over the first few years.

When multiple incidents occur at the same time and place, code the incident that is the most serious incident. There continue to be reports of "Drug-Related" Tobacco and Alcohol incidents, which appear to be errors since drug incidents are more serious than Tobacco or Alcohol.

Many districts have middle and/or high schools reporting fewer than 10 incidents total for the 2015-16 school year. Although such low numbers could indicate a school with a positive climate, it may also mean that all applicable incidents are not being reported to SESIR.

Please be certain that incidents involving teachers/staff who were arrested for on-campus offenses are included in the SESIR reporting data. SESIR guidelines require that the district report incidents that occur on school grounds, on school transportation, and at off-campus, school-sponsored events during any 24-hour period, 365 days a year. Incidents are reported to SESIR whether the offenders are students, non-students, or if the offender is unknown.



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Disproportionality

In Florida:

- Black male students are disciplined at twice the rate of white male students (31% vs. 15%)
- Black female students are disciplined at three times the rate of white female students (18% vs. 6%)



Research shows that...

- 
- Black students, economically disadvantaged students, and special education students experience out-of-school suspensions at disproportionate rates.
 - Suspensions are significantly and negatively **correlated** to academic outcomes such as high school graduation and post-secondary enrollment.

(Balfanz, Byrnes & Fox, 2014)

U.S. Department of Education's Office for Civil Rights



OCR recommends regular review of discipline reports to assess whether students with different personal characteristics are disproportionately disciplined

<https://www2.ed.gov/policy/gen/guid/school-discipline/fedefforts.html#guidance>

Code of Conduct

- Using subjective descriptors (defiant, inappropriate, disrespect, etc.) contributes to disproportionality.
(Losen and Orfield 2002, Morgan et al 2014, Staats 2014)
- Reserve out-of-school suspension for incidents that threaten campus safety.
- Are your discipline policies supported by research?





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Trauma-Informed Schools

Adverse Childhood Experiences (ACE) Study

- Abuse, neglect and exposure to traumatic stressors can be associated with a multitude of health and social problems later in life
- ACES is used to assess the total amount of stress during childhood
- As the ACE score increases, so do the risks for many health-related behaviors and outcomes, including:
 - alcoholism and alcohol abuse
 - early initiation of smoking
 - sexual activity
 - illicit drug use
 - risk for intimate partner violence
 - adolescent pregnancies
 - suicide attempts

<http://www.cdec.gov/nccdphp/ACE/findings.htm>

Understanding Child Trauma

Signs of Traumatic Stress:

Elementary School Children

Become anxious or fearful
Feel guilt or shame
Have a hard time concentrating
Have difficulty sleeping

Middle and High School Children

Feel depressed or alone
Begin abusing alcohol or drugs
Become involved in risky sexual behavior
Develop eating disorders or self-harming behaviors

Impact of Trauma:

- Learning problems, including lower grades and more suspensions and expulsions
- Increased use of health and mental health services
- Increased involvement with the child welfare and juvenile justice systems
- Long-term health problems (e.g., diabetes and heart disease)



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School Climate

The Power of Being Seen

Research shows that students who don't form meaningful connections at school are at a higher risk for behavior problems, dropping out and even committing suicide.

“Every Child, by Name and Face, to Graduation”

In the five years since adopting the Social Emotional Learning (SEL)-oriented approach, Washoe County (Nevada) schools have seen:

- Higher rates of attendance
- Higher scores on state reading and math tests
- Fewer disciplinary infractions and suspensions
- An 18% point increase for graduation rates



Using Climate to Guide Decision-Making

When school climate improves, students are more engaged in curriculum, develop positive relationships and demonstrate positive behaviors.

School climate surveys are critical in understanding perceptions of students, staff and parents.

This is just part of the picture . . .



PTA | Connect for Respect
everychild.onevoice. C4R

Sample Action Plan for School Climate Improvement

Objective Desired End Result	Strategies How will we accomplish objective?	Measures How will we track our progress?	Timeline When do strategies need to occur?	Team Leads Who will lead each strategy and what are their duties?

<https://safesupportivelearning.ed.gov/edscls>

Data to Support School Climate

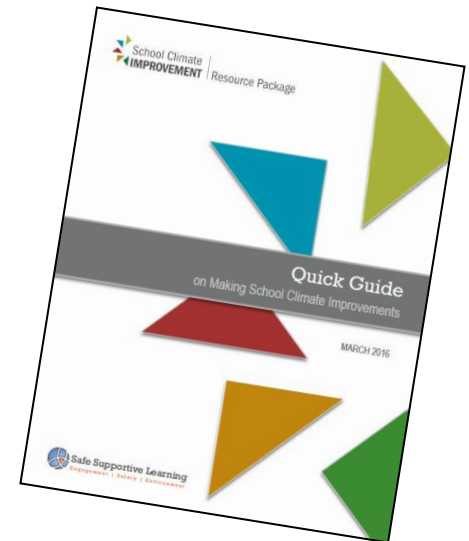
- Incident data – SESIR data, disciplinary actions, disaggregated by grade, gender, race, ethnicity, etc.
- Attendance data – rates of absenteeism and days in school for students
- Graduation rates
- Other discipline referrals – tracking minor referrals by type of infraction, referring teachers, student type, location on campus, etc.

Quick Guide on Making School Climate Improvements

https://safesupportivelearning.ed.gov/sites/default/files/NCSSLE_SCIRP_QuickGuide508_0.pdf

Other Data to Support School Climate

- Focus Groups – engaging parents/guardians, staff and students in the conversation over data
- Interviews – one-on-one dialogue with parents/guardians, staff and students using more detailed questions



Quick Guide on Making School Climate Improvements

https://safesupportivelearning.ed.gov/sites/default/files/NCSSLE_SCIRP_QuickGuide508_0.pdf



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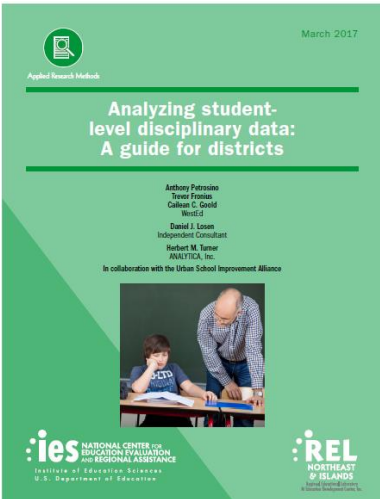
Resources

20 Tips to Help De-escalate Interactions With Anxious or Defiant Students

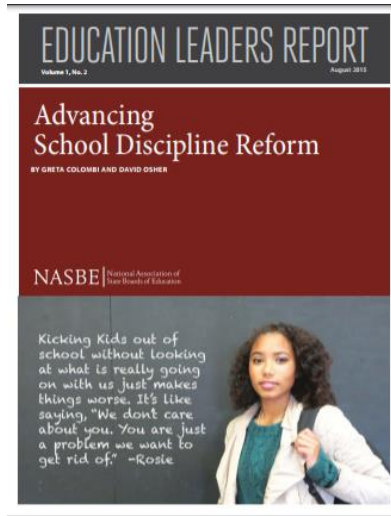
KQED Mind/Shift



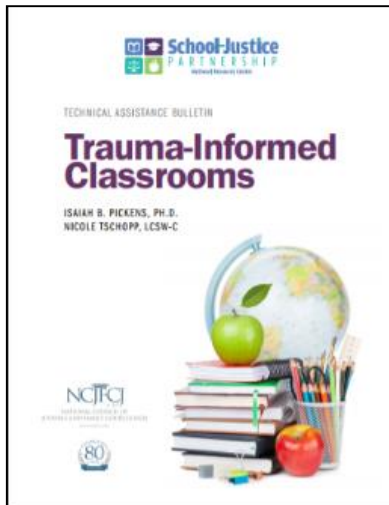
Responding to
Disruptive Students



Advancing School Discipline Reform



Analyzing student-level disciplinary data

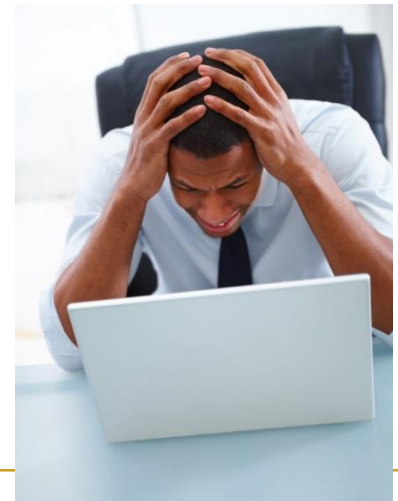


RACIAL AND ETHNIC DISPARITIES IN SPECIAL EDUCATION

A MULTI-YEAR DISPROPORTIONALITY ANALYSIS BY
STATE, ANALYSIS CATEGORY, AND
RACE/ETHNICITY

Data Analysis Tools

- Analyzing student-level disciplinary data: A guide for districts (REL 2017)
- The School Discipline Consensus Report: Data Collection (COSG 2014)
- A Model Code on Education and Dignity: Data, Monitoring and Accountability (Dignity in Schools 2013)



What's working in Florida districts...

- Additional social workers/school psychologists in high-need elementary schools
- District review of serious disciplinary referrals
- Restorative Practices
- Top-down prioritization of building relationships with every student
- More PBIS, more engaging lessons, less “down time”



Questions?

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850-245-0416



www.FLDOE.org



Resources

Discipline Data

- [Florida Incident/Discipline Data](#)
- [Analyzing Student-Level Disciplinary Data \(Webinar\)](#)
- [US ED: School Climate and Discipline](#)

Code of Conduct

- [Guide to Responsive Discipline](#)
- [A Model Code](#)

Discipline Reform

- [Advancing School Discipline Reform](#)
- [Realizing the Full Vision of Discipline Reform](#)
- [Resource Guide for Superintendent Action](#)
- [School Discipline Reform](#)
- [From Reaction to Prevention](#)

Disproportionality

- [Discipline Disparities Research-to-Practice Collaborative](#)
- [Addressing the Root Causes of Disparities in Discipline](#)
- [The Civil Rights Project](#)
- [PBIS Disproportionality Data Guidebook](#)

Restorative Practices

- [Minnesota Department of Education – Restorative Practices](#)
- [International Institute of Restorative Practices \(IIRP\)](#)
- [Restorative Justice for Oakland Youth \(RJOY\)](#)
- [Restorative Discipline in Schools -The Institute for Restorative Justice and Restorative Dialogue](#)
- [National Association of Community and Restorative Justice \(NACRJ\)](#)
- [Illinois - Implementing restorative justice: A guide for schools](#)
- [Restorative Justice – A Working Guide for our Schools](#)

Trauma

- [Resources for School Personnel](#)
- [Trauma-Informed Schools](#)
- [Trauma-Informed Classrooms](#)
- [Addressing Race and Trauma in the Classroom](#)
- [Massachusetts Turnaround](#)

Toolkits

- [School Discipline Consensus Report](#)
- [US ED Guiding Principles](#)
- [Implementation Checklist: Keep Students Engaged in School](#)

School Climate

- [School Climate Improvement Resource Package](#)
- [US ED School Climate Surveys](#)
- [National School Climate Center](#)
- [School Climate and Safety](#)
- [Examining Your School's Climate](#)
- [Character Education Partnership](#)
- [National Association of Secondary School Principals](#)
- [Quick Guide on Making School Climate Improvements](#)

General

- [Federal Climate and Discipline Resources](#)
- [AIR - Education](#)
- [KQED Mind/Shift](#)
- [NCSSE](#)

Discipline Research

- [High Cost of Harsh Discipline](#)
- [Out of School and Off Track](#)
- [Breaking School Rules](#)
- [Sent Home and Put Off-Track](#)
- [The Promise of Restorative Practices](#)

Discipline

- [US ED Guidance](#)
- [National Clearinghouse on Supportive School Discipline](#)
- [Safe Supportive Learning - Discipline](#)
- [American Institutes for Research](#)
 - [School Discipline](#)
- [Positive Behavior Support](#)
- [Multi-Tiered System of Supports](#)